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*New first-year Latin text.*—Mr. D'Ooge's recent Latin book<sup>1</sup> for beginners is not a revision of the author's former first-year text, but an entirely new book, new in material and new in principle. While it retains those features of the former text which teachers have found most valuable and practical, it also embodies new features that are designed to promote interest on the part of the learner. The book will, no doubt, be found generally acceptable as an excellent example of the growing tendency to modernize and vitalize the methods of Latin instruction in the first year.

The book thoroughly covers the fundamentals of Latin in 112 lessons. Lessons 1 to 56 are evidently intended for the first semester; and the remaining lessons, for the second. The last two lessons are indicated as optional. Each lesson is short enough to be covered easily in one recitation period. Special classified vocabularies are separated from the lessons and placed in the back of the book, and frequent review lessons are inserted, as in the earlier book. There is a minimum of syntax and a constant comparison of Latin constructions with the English for purposes of illustration. There is also much systematic emphasis on word formation and derivation.

The principal merits of the book are the numerous high-grade selections in connected reading found throughout and distinguished by good taste in subject-matter and style of composition; the ingenious use, in the back part of the book, of illustrations, suggested vocabulary, questions and explanatory material for promoting spontaneous expression in Latin writing under the heading "Original Stories"; the fairly abundant supplementary reading material judiciously selected; and the unusually high quality of the illustrations.

There are, on the other hand, some imperfections, such as wordiness and illogical sequence of certain lessons. The chief criticism, however, is that practice reading is subordinated to the acquisition of grammatical forms. The pupil is required absolutely to know the meaning and form, and the reason for the form, of every noun, adjective, and verb in a given paragraph before he attempts to read the paragraph. This requirement disregards the fundamental law of all learning, the law of *initial diffuse movements*.

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LAWRENCE W. BRIDGE

*Text for sheet-metal pattern-drafting.*—The teaching of pattern-drafting in conjunction with sheet-metal work or as a separate course in drawing gives the instructor no small task in compiling instructional material and developing a method for presentation that satisfies present-day educational standards. For the instructor trained largely in industry the arrangement of subject-matter presents a most difficult problem. On the other hand, the shop or drawing teacher who has had little practical trade experience is equally handicapped by the limitations in regard to material for use in his course. We need

<sup>1</sup> BENJAMIN L. D'OOGHE, *Elements of Latin*. Boston: Ginn & Co., 1921. Pp. xiv+384+42.

to present in all of our printed material for purposes of trade training such typical material or subject-matter as the trade contains and an arrangement that follows the best instructional methods. Few courses designed for teaching trade material in vocational schools, trade schools, technical schools, or high schools so effectively combine these two elements as does a recent book<sup>1</sup> on sheet-metal pattern-drafting by James S. Daugherty. For the teacher or supervisor of sheet-metal work, this book offers a body of instructional material in the way of problems for shop or drawing room which he can use in meeting the problems for the trade school or the high school. In very concise English the subjects of drafting principles, parallel-line development, radial developments, and triangulation are clearly presented. A number of special problems give added value to the book. It can be used very effectively for the purposes for which the author states it has been published, namely, as a textbook for trade schools and high schools, or as a reference for draftsmen, shop foremen, and metal workers who are engaged in laying out patterns for general sheet-metal work, heating, ventilating, cornice, skylights, and heavy plate work.

ROBERT WOELLNER

*Child nature and nurture.*—In spite of the many excellent treatises on eugenics and euthenics which have appeared in recent years, the great majority of people still regard these sciences as unrelated and even antithetical. A recent book<sup>2</sup> by Henry Dwight Chapin, M.D., treats them in their interlocking relations as they affect the nature and nurture of children.

The author believes that the social structure of our civilization is threatened with deterioration unless greater attention is given to the preservation and development of the child. His method of securing it is most concisely stated in a single sentence in the Preface. "Good development is the resultant of many forces, among which may be noted heredity, prenatal care of the expectant mother, proper oversight of infant and growing children, food, clothing, housing, education, hours and conditions of study, recreation, expert medical attendance during illness, and the general habits of the individual" (p. viii).

The book consists of sixteen chapters which are very clearly and admirably written. While it contains little that is new to persons who are conversant with the literature of modern psychology and sociology, it presents in an authoritative way the results of a broad experience in promoting the welfare of children. The book should be read in its entirety by those who are familiar or semi-familiar with the fields treated. The chapters treating mental, moral, and nerve culture and the "Importance of Proper Nutrition" contain material especially valuable to teachers.

W. C. REAVIS

<sup>1</sup> JAMES S. DAUGHERTY, *Sheet-Metal Pattern Drafting and Shop Problems*. Peoria, Illinois: Manual Arts Press, 1922. Pp. 174. \$2.50.

<sup>2</sup> HENRY DWIGHT CHAPIN, *Heredity and Child Culture*. New York: E. P. Dutton & Co., 1922. Pp. xiv+220. \$2.50.